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ABSTRACT

The Rural School Development Project (RSDP) was designed to improve the academic welfare of all elementary and intermediate school children in the Orleans (Vermont) Southwest School District, with three specific, measurable objectives--to improve students' reading achievement, to improve pupil self-image, and to increase the number of teacher aides. This document provides a detailed outline of RSDP, including a demographic survey (persons involved, training component, cost of training, and students affected by RSDP), the structural elements and the decision-making policy, a discussion of the goals, the qualitative effect of RSDP as well as the side benefits, and conclusions. Fourteen appendixes contain material related to RSDP. (JM)

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Rural School Development Project
Hardwick, Vermont 05843

IMPROVED EDUCATION

TOTAL COMMITMENT

OF

ALL CONCERNED PEOPLE

In the Communities of

Greensboro, Woodbury, and Hardwick, Vermont

Duration of Project: July 1, 1972 - June 30, 1975

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June 30, 1975

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CHAPTER I

DEMOGRAPHIC SUMMARY

RSDP within the Orleans Southwest School District has come to be known to parents, teachers, school administrators, children and the community as the project which is concerned with the academic welfare of children. RSDP is responsible for a wealth of varied activities within and around the schools, designed to improve the academic welfare of all elementary and intermediate school children. But, more than concern for academic advancement, RSDP has come to be recognized as the facilitator in the movement designed to help children feel positive about themselves and about the activities they engage in relative to academic attainment. RSDP has created an awareness on the part of parents and the community as to what learning is all about, and why success in academic attainment at the elementary and intermediate levels is so significant in the development of effective young citizens.

Persons Involved

RSDP has brought together a significant number of people from varying walks of life. Although varied in their interests and experiences, the commonality among all of these people has been a genuine desire to utilize their skills and abilities to help approximately 500 students (See Appendix A) within the elementary and intermediate school age range attain the goals set by RSDP.

A total of thirty-five of the district's teachers (See Appendix B) have participated in the project. Teacher participation has meant attendance at inservice workshop programs during the summers of '72, '73, and '74 designed to improve the quality of instruction, to increase ability to meet individual pupil needs, to learn how to utilize teacher

aides most effectively. During the year, teachers have also participated in inservice sessions scheduled during the regular school day. Teachers have willingly cooperated with the project by allowing their students to attend the Learning Centers and participate in other activities sponsored by RSDP. Teachers have also willingly utilized the services provided by teacher aides assigned to each school by RSDP. RSDP has served as a clearinghouse through which teachers have been able to secure information and materials for specific instructional needs. The amount of assistance requested by the teachers as well as the degree of involvement of each teacher with RSDP has been varied, but over all participation has been most active and enthusiastic.

Fifteen residents (See Appendix C) of the area were selected to be trained and utilized by the project as teacher aides. Aides participated in summer workshop training programs during the summers of '72, '73, and '74 and in inservice sessions during the regular school years. Within the four schools, aides have not only assisted teachers with the accomplishment of instructional goals but have also operated the Learning Center within each school under the supervision of the director of RSDP. Each aide has received a stipend while participating in the project.

In an attempt to provide informative and useful summer workshop and inservice programs, consulting service from a significant number of authorities in diverse areas were secured (See Appendix D). Such services included presentations and demonstrations by consultants for teachers and aides. Service in some instances also included the organization of experiences for the purpose of helping teachers and aides to develop new teacher-made materials and new teaching techniques for use with children in an attempt to improve or further individualize each child's instructional program. Teachers with specific questions or problems had

opportunities to work individually with the appropriate consultant or consultants.

From the very start, community awareness and active involvement have been a vital part of RSDP. Appendix E shows the make-up of the first School/Community Council, the group responsible for determining the needs of the area in the preliminary project proposal stages. Since that time, community involvement with the project has steadily increased. The School/Community Council has met monthly taking an active role in decision making aspects of the project and has facilitated the community involvement in the various activities of the project. Some of the major activities which have effectively utilized community volunteers have been:

1. Releasing teachers for half-day inservice sessions. Community volunteers planned various activities and field trips and took over afternoon classroom responsibilities occasionally so teachers could spend the time in inservice sessions.

2. Assisting in Learning Centers. Community volunteers have helped the staff of the Learning Centers provide individual and group experiences for children coming to the centers.

3. Releasing teachers to carry on Parent-Teacher Conferences. Community volunteers planned and carried out activities at pre-arranged times thus freeing teachers to schedule conferences with all interested parents.

There are numerous other activities which have utilized aid from parent and community volunteers, and community residents often assist the classrooms with special projects. There is no hesitation in calling upon willing residents to help in enriching or enhancing the opportunities provided students by RSDP (See Appendix F).

Besides community involvement, community awareness has increased. Such is evident from the publicity the project receives in the newspapers, (See Appendix G) and the increased number in attendance at open houses and other school related activities planned in conjunction with RSDP to which the public is invited.

Besides the regular RSDP administrative staff which includes the director, secretary, and evaluator; The Orleans Southwest School District administrative staff has lent support to the project. Lines of communication between RSDP and all district administrators have remained open. The superintendent's office, principals of the schools and RSDP have sought to coordinate their efforts in order to avoid unnecessary duplication and also provide the best learning experiences possible for students.

Training Component

The inservice program sponsored by RSDP was a three-fold program. In the initial part of inservice each year, teachers and aides participated in a four-week summer workshop. The first three weeks of each workshop were held immediately after school closed for summer vacation. The first summer dealt with reading - how to diagnose, how to set up individualized programs, how to determine the reading level of books, and how to administer, score and interpret the results of an informal reading inventory. Careful study was done relative to the process of having teacher aides. The workshop participants proceeded to learn how to utilize the services of teacher aides most effectively.

The second summer workshop sponsored by RSDP dealt with understanding various concepts of self-image and how to increase community involvement within the schools. One specific objective for the summer was finding out about the kind of environment from which children come and what agencies were available to help with social problems that might occur. Representatives from different social agencies served as resource people throughout the workshop.

The third summer workshop sponsored by RSDP dealt with needs expressed when the teachers were surveyed. As a result of a tabulation of

the needs expressed in the survey taken, seven performance objectives evolved. Each teacher and aide was required to complete three of the seven objectives, two of which were required and one which teachers and aides could choose to work on in depth.

The fourth week of each summer workshop was held the week before the beginning of the new school year. This final week involved teacher and aide preparation for implementation of new ideas and teaching techniques with the incoming classes. This week proved to insure excellent preparation for the beginning of each new school year.

In connection with the four-week summer workshop, all teachers also worked out in the community with at least ten of the children who were to be in their classes in the fall.

For the summer training the teachers received certification credit for renewal of their certificates for teaching. For those who wished to pursue graduate work, graduate credit was given by Johnson State College for the '72-'73, '73-'74 summer workshops.

Aides received certification credits for the summer workshops, the in-school phase of the job training and for two courses given by Community College in New Math and Child Development.

The second part of the three-fold RSDP inservice program consisted of five half-day inservice sessions. During these afternoons, teachers worked on curriculum revision. The reading skills lists at each level were developed and revised. Incorporating reading skill development with such content areas as math, science, and social studies was the major outcome of these half-day sessions over the last three years.

The third part of the three-fold RSDP inservice program consisted of a half-day released time for teachers and aides for the purpose of evaluating past and planning future classroom activities and strategies.

On these inservice afternoons, the Community Council provided opportunities which were highly motivational as well as educationally enriching.

COST OF TRAINING

The total amount of RSDP funding directly expended for the training component was $89,719.46 (See Appendix H). This figure included the following expenses:

1. Stipends for aides
2. Stipends for teachers during summer training
3. Consultant fees
4. Expenses for on-sight trainees
5. Misc. expenses relative to inservice half days

The average expenses for three years of training for each aide was $6,060.44. The average three-year training expense per teacher was $1,252.99.

STUDENTS AFFECTED BY RSDP

An average of 683 students among eight grades were directly affected by the project. (See Appendix A for the numerical breakdown by school, grade, and year.) These students come from the three communities of Hardwick, Greensboro, and Woodbury where there is high incidence of poverty. Hardwick is a large community for Northern Vermont with approximately 2400 population; Greensboro is a community of approximately 600; and Woodbury is a community of approximately 350. Northeastern Vermont may be one of the most depressed areas in the Northeastern United States, and within this region the Hardwick area is in particularly difficult circumstances because the economic base of the community; i.e., the granite industry operations, was withdrawn from the area in

the 1930's. Since the phasing out of the granite industry, there has been no substantial replacement to provide employment in the area, and consequently, indicators of poverty show great need in the three communities. In Woodbury, for instance, the median income for the area in 1960 (1970 Census Data were not available) was $4,705 for families in general; $4,099 for farm families. Income was highest for craftsmen, foremen, and kindred workers; lowest for farmers, farm managers, and farm laborers. In 1960 fewer than 10 percent of the population earned over $10,000 and more than 18 percent earned under $3,000. Most people who are fortunate enough to have employment commute to the Barre-Montpelier area to the west, or to St. Johnsbury to the east. Medical services for all three communities are minimal, and customarily require fifty miles or more round trip for needed service. Transportation for low-income families is especially difficult during the winter, and many persons therefore do not receive appropriate medical attention when it is needed.

Table I below indicates the number of children in each community qualified for Title I assistance. The reader should know that many Vermonters who can qualify for Title I and other assistance to low-income people choose not to do so in the tradition of their independent Vermont forebears.

TABLE I

Title I Eligible Children

Town	Total No. Children in Grades 1-12	Children in Low-Income Families	Percentage
Woodbury	48	30	63%
Hardwick	380	197	52%
Greensboro	50	37	74%

Approximately 64.2 percent of the students in grades one through eight prior to the project were reading below grade level. Such a high percentage of low achievement serves to indicate the possible lack of reading material and lack of interest in reading within a number of homes.

CHAPTER II

STRUCTURAL ELEMENTS OF RSDP

The Project

The Rural School Development Project has been a program in the Northeast Kingdom of Vermont involving the towns of Hardwick, Greensboro, and Woodbury. It also has involved the Junior High School students from the three towns at Hazen Union School. The initial phase of the project began in 1970-71 with a needs assessment. The needs assessment elicited six general problem areas:

1. Reading
2. Need for some type of pre-first grade program
3. Need for more individualized instruction
4. Need for more community involvement
5. Need for carpeting in the elementary schools
6. Need for greater number of teacher aides

As a result of the assessment, three measurable objectives were defined:

1. To improve student's reading achievement
2. To improve pupil self-image
3. To increase the number of teacher aides within the schools.

READING - With improved reading achievement as the desired outcome, RSDP has placed much imphasis on solving the problems relative to reading for pupils in the elementary and junior high schools. A curriculum committee in the initial stages of the project found the following deficiencies contributing to the area's problems in reading:

1. Lack of varied materials at home and at school
2. Lack of trained personnel to help with the instructional process
3. Lack of an understanding within homes as to appropriate readiness training for children prior to entering school

In an attempt to remove these deficiencies, RSDP has provided a wealth of remedial, developmental, and recreational reading materials. These materials have been placed in classrooms and within the Learning Centers

set up by RSDP in each school. Literally hundreds of homemade materials have been made by the RSDP staff and have been placed in the classrooms and Learning Centers. These homemade materials were each developed as specific needs arose and for the purpose of practicing specific skills such as comprehension, vocabulary development, creative writing, using the newspaper, learning letter names, learning symbol sound associations, reinforcing practice for phonics instruction taught in the classrooms, map skills, research skills, poetry appreciation, dramatics, and many others.

In order to acquaint parents with activities they could carry out at home to reinforce reading skill development, RSDP has held open houses in the Learning Centers to acquaint parents with commercial and homemade materials. Parent volunteers have accepted the open invitation to anyone to help children during the school day in the Learning Centers. This has served as a learning experience for many parents from which they have gained new ideas to use with their own children at home.

Lack of trained personnel to help has been ameliorated to a great degree. Fifteen members of the community have been trained as aides and have worked directly with students. Aide training has included three summer workshops sponsored by RSDP, three years of working with children under direct teacher and RSDP director supervision, inservice half-day meetings througout the past three years and college credit courses offered by Vermont Community College. Besides aide training, RSDP has provided training for any community volunteer. Such training has been designed to prepare volunteers for helping children in the Learning Centers.

NEED FOR SOME TYPE OF PRE-FIRST GRADE PROGRAM - In an attempt to guarantee that children entering first grade were ready for school, RSDP has worked closely with TITLE I personnel to help prepare pre-schoolers for entrance into grade one. The RSDP director has coordinated the program, planned with the teachers in the program, developed the instruments and directed the screening of all children entering first grade to determine those in need of specific readiness skill development, made and furnished materials for teachers and parents to use in skill development, evaluated the progress of pupils selected to receive readiness instruction and relayed vital information to the first grade teachers receiving children in the program.

NEED FOR MORE INDIVIDUALIZED INSTRUCTION - RSDP has played a major role in attempting to meet the need for more individualized instruction. The '72 summer workshop trained teachers and aides in methods for diagnosing individual reading difficulties and how to set up prescriptive procedures to follow diagnosis. Teachers have been trained in methods for planning and implementing programs in individualized reading. Some of the inservice half days during the regular school year concentrated on materials and methods for individualizing instruction.

The Learning Centers have served as models demonstrating an individualized approach for every youngster working in the Learning Centers.

Listed below are the number of teachers specifically requesting assistance from RSDP in making the transition to individualized reading programs. Sixty percent of the classrooms in the program have made a transition to individualized reading.

'71-'72	3
'72-'73	4
'73-'74	5
	12

The RSDP Director has trained teachers and aides, made materials, collected materials and assisted in the classrooms with each endeavor to individualize. The director has evaluated the results of the individualized programs and provided feedback for improvement of existing programs and planning for future programs.

A three-month pilot program with a class of third level students which were seriously low in reading achievement at the end of March, '73 yielded impressive results (See Appendix I). For the eleven students, RSDP designed an individualized reading program which included trade books with comprehension checks, stories from a basal reader, crossword puzzles, worksheets, listening tapes, and phonics games. A type of contract system was used whereby each child had a job sheet and a personal envelope in which to keep his work. After a task was completed, the pupil-teacher conference was an important part of the program. The program was staffed by the RSDP director one day a week, the RSDP evaluator one day a week, a Johnson State College student doing Career Exploration two days a week, and a teacher aide one day a week.

NEED FOR MORE COMMUNITY INVOLVEMENT - As indicated in Appendix F, RSDP has been successful in getting parents and other members of the community involved in the educational process. Parents and other members of the community have willingly volunteered their time to work in the Learning Centers located in each school. This has meant following a prescribed weekly schedule and helping children in the Learning Center at a specifically assigned time.

RSDP has sought to facilitate the schools in carrying out successful teacher-parent conference days. At these conferences, RSDP has had displays of materials and someone to inform interested persons in the activities of RSDP and the needs which volunteers could fulfill. Such

efforts have caused a number of parents to volunteer their time and effort. During the times scheduled for parent-teacher conferences, RSDP has provided activities for the children in the Learning Centers in order to free teachers to meet with parents. The Center has also provided supervision for pre-school children while parents have attended the conference. Parent volunteers have been a vital part of these RSDP sponsored activities. Providing parent-teacher conferences has caused many parents to come to school who otherwise would not have come. It has improved the home-school relationship and aided a number of parents in understanding how they can help their children. Parent-teacher conferences have significantly increased community concern and involvement within the schools. It has also increased the teacher's awareness of circumstances in the home.

Another opportunity for community involvement has been provided by RSDP in cooperation with the Community Council - providing activities for children on inservice half days. Such activities have been planned jointly by RSDP and the Community Council, and community volunteers have been utilized to carry out the activities, thus freeing teachers to attend the inservice sessions planned also by RSDP. The activities provided have been varied, highly motivational, and extremely worthwhile learning experiences for the pupils involved.

The fifteen trained teacher aides, all members of the community, have also served to increase community involvement in the learning process.

NEED FOR CARPETING IN THE ELEMENTARY SCHOOLS - Teachers were satisfied to be able to purchase standard 9 x 12 rugs, thus carpeting a specific area in their classrooms. Such was possible when teachers chose to use their protocol money for the purchase of an inexpensive rug. A

rug has allowed pupils to sit on the floor and truly added an extra dimension, the floor, to the rooms. Thirteen teachers chose to secure rugs for their rooms.

NEED FOR A GREATER NUMBER OF TEACHER AIDES - As mentioned previously, as a result of RSDP, fifteen members of the community were trained as teacher aides and have been serving as aides within the four schools for the past three years (See Appendix C). It is highly unlikely that better trained aides can be found anywhere in the country except those surplus teachers who, out of desperation, have taken teacher aide positions. The aides have been thoroughly trained and have acquired competencies in many areas of educational achievement.

SELF-IMAGE - Nowhere in the needs assessment did a concern over pupil self-image arise, but it has become a very vital and important part of the project. RSDP has designed its own instruments (See Appendix J) to assess self-image, has field tested them, has revised them, and has compared their results with those of the Piers Harrison Self Concept Scale for grades 3-6 for the purpose of determining validity. Besides assessing pupil self-image periodically throughout the duration of the project, inservice and workshop sessions have been devoted to providing teachers with ideas which they could utilize within their classrooms in order to improve the self-image of children who may tend toward negative or indifferent feelings. Results of each pupil on self-image assessment instruments have been gone over with their teachers in an attempt to help teachers understand how children might feel about themselves. Pupil perceptions of themselves are also compared with those of their teacher's. RSDP in its direct work with teachers and children and especially within the Learning Centers has sought to recognize the importance of each individual child as a very important worthwhile

individual. Inspite of all the materials and devices for skill development that have been made available for pupils to use, RSDP has consistently made it perfectly clear that it is children that we teach with all the complexity of their uniqueness, not a group of skills. It is very important for children to feel successful and find some pleasure relative to learning, and such has been the outcome of RSDP sponsored learning activities.

DECISION MAKING POLICY OF RSDP

The administrative responsibilities for the project have remained the responsibility of the Project Director. (See Appendix K for a description of the director's duties.) The Project Director has reported all RSDP activities to the School and Community Council at their regularly scheduled monthly meetings. The School and Community Council assumed Programmatic and fiscal responsibility for all training of educational personnel. This has meant that upon recommendation of the Project Director all teacher aides and other RSDP staff have been approved for hiring and training by the School and Community Council. Proposed RSDP activities have also been presented by the Director to the School and Community Council for their approval, modification, or disapproval. In other words, final approval before implementation of all activities sponsored by RSDP has rested with the School and Community Council. Progress reports and final evaluations of all activities have also been submitted to the School and Community Council.

The Community Council under the direction of an appointed Coordinator for each of the participating communities has served as the facilitator in getting the community involved in RSDP activities. For

example, activities designed to provide exciting learning alternatives for students while releasing teachers for inservice and parent conferences have been solely the responsibility of the Community Council. Not only has the council assisted the RSDP Director in planning the activities, but it has also recruited community volunteers to staff the activities.

During the second summer workshop, the Community Council, working with the Hardwick Resource Group and Community College, was also responsible for securing consultants from specialized service groups such as social welfare, drug abuse, mental health, etc. These consultants informed teachers and aides of the services they could provide for the children and families within the local communities. The community council was set up as the facilitator in bringing these services and the schools together.

In terms of all decisions made relative to RSDP sponsored activities, the Project Director with the approval of the superintendent, school boards, and principals has served as the recommending force. The School and Community Council has held ultimate responsibility for approval of activities to be implemented relative to the accomplishment of the three measurable goals of RSDP.

CHAPTER III

GOALS

Preliminary Goals

The primary goal established by the School and Community Council was to improve academic achievement and self-image for participating students and to evaluate progress toward these important goals by utilizing objective measurement of student behavior. The Council believed that both academic achievement and self-image cannot effectively be improved without strong parental involvement in the school program and that parents will not provide this support unless there is wide community concensus that they should be so involved. In effect then, broad community involvement was deemed necessary to achieve the main goals of the project.

The School and Community Council agreed to the following measurable objectives for the project:

1. The self-image of each student in the program will be enhanced so that his measurable positive behavior responses will be more apparent to the observer at the end of the program period than they were at the beginning.

2. The number of students reading below grade level will be reduced from 48% to 43% during the 1972-75 academic years.

3. The number of adults working as teacher aides with children in grades 1 through 9 will be increased from six to eleven for the duration of the training program.

Modification of Goals

Upon implementation of the project strategies, it was discovered that two modifications in the goals were necessary. Goal no. 2 was modified to read as follows: The number of students reading below grade level will be reduced from 64.2% to 59.2% during the 1972-75 academic

years. The percentages in the goal were changed because the figure of 48% below grade level was selected arbitrarily and was statistically an inaccurate estimate of the percentage of students reading below grade level. After careful tabulation of the Spring, 1972 Stanford Achievement Test results of students participating in the project, it was found that statistically 64.2% were reading below grade level. Since the original goal had aimed at a 5% decrease in the number reading below grade level, the revised goal did likewise - citing a decrease from 64.2% to 59.2% reading below grade level.

Goal no. 3 was modified to read as follows: The number of adults working as teacher aides with children in grades 1 through 8 will be increased from six to eleven for the duration of the training program. The ninth grade was eliminated from the objective due to the class structure of the high school program of which the ninth grade was a part. It was not possible for the ninth grade schedule to be coordinated with the seventh and eighth grade schedules thus allowing them to take advantage of those services provided by RSDP sponsored teacher aides.

Progress Toward Goals

One of the objectives of the Rural School Development Project was to reduce the number of students below level in reading from 48% to 43%. This was a reduction of 5%. Since no hard data had been collected to support the above figures, it was necessary to establish a firm base for comparison during the project's duration. Therefore, the Stanford Achievement Test scores for '71-'72 in the communication skills were recorded on individual sheets for each child in the program. The score of the grade .6 was used as the below level basis since the tests have always been given in March and six months of school have

been completed. Class lists were made and all below level students were circled. Then a front sheet was prepared for each class showing the number tested, the number below level and the percent below level. These sheets were then totaled to find the percent of children below level in Greensboro, Hardwick, Hazen Union and Woodbury. This established the starting base for improvement as 64.2%. The goal then was to reduce this by 5% or to 59.2% The recording of scores has been continued on individual student sheets for '72-73, '73-'74, and '74-'75. Following the above procedure the totals have been compiled (See Appendix L).

Another objective of the Rural School Development Project was some observable improvement in the self-image of every child. This has been a real challenge to all participants in the program. The following were procedures used:

1. A self-image instrument was designed.

2. The instrument was piloted during '72-'73, '73-'74. Each student in grades one through three was evaluated one-to-one by the project evaluator then Beverly Lawson. In grades four, five, six, seven, and eight, group evaluations were given.

3. During inservice half days the teachers worked on a self-image instrument for teachers to use in evaluating the self-image of children. These were different in each school and the need was felt for one evaluation instrument for all schools, so this was accomplished.

4. In the summer workshop of '73-'74 the teachers felt the teacher instrument should more closely parallel the student instrument. Based on teacher suggestions the teacher instrument was further revised. Having two instruments, one for students to complete and one for teachers to fill out on each student, has enabled teachers to more closely look at the student's evaluation of himself as discrepencies were noted. This enabled teachers to look at children more closely and give assistance with self-image improvement.

5. By '74-'75 the instruments seemed refined enough for pre and post testing. This was a tremendous undertaking as the former RSDP evaluator had been promoted to Title I Coordinator and the

task of finding and training a new person seemed impossible The council upon the recommendation of the superintendent decided to use a team approach for the final year of evaluation. Two trained retired teachers administered the self image both pre and post, and aided in tabulation. The pre was given in October and the post in May. Only the positive self-image was examined in grades one through six. There was not time or personnel to post test grades seven and eight. Percentage scores from four categories: peer, self, school and adult were recorded and averaged by grades (See Appendix M). 433 students were pre-tested and 457 were post-tested.

A standardized instrument, the Piers-Harris Children's Self Concept Scale was administered in March to grades three through six to determine whether the teacher made instrument being used was valid. It was found that in grades three through six the mean for each grade was in the normal range, thus indicating an adequate self-image. The normal,average range on the Piers-Harris Children's Self Concept Scale is 46 to 60. Any score in between these two scores indicates adequate self-image.

The Rural School Development Project has more than met its reading achievement goal, reducing the number of students below level from 64.2% to 49.5%, a 14.7% reduction. The self-image scores also indicate that improvement has taken place in this area with increases from pre to post scores ranging from a gain of 39.3% in grade two in the area of attitude toward school, to 8.2% in grade six in attitude toward adults. In no category did the numbers decrease, indicating a loss in self image.

There seems to be suggestive evidence that improved achievement in school accompanies improved self-image. Further research in this area should be carried out.

CHAPTER IV

QUALITATIVE EFFECT OF RSDP

There have been a significant number of ways that RSDP has positively affected the educational process in the towns of Greensboro, Hardwick, and Woodbury. Such effects have been enumerated by teachers and teacher aides when interviewed and by parents when surveyed, using a questionnaire (See Appendix N).

INSERVICE - According to the district's administrative staff, inservice for teachers was nonexistent prior to RSDP. For the last three years, however, RSDP has planned and implemented a very effective and worthwhile program of inservice for both teachers and teacher aides. Inservice has included a four-week workshop each summer as well as half-day workshop sessions during the regular school year. Every single teacher interviewed indicated that the summer workshops were very valuable. The following are some of the benefits expressed by the majority of teachers and aides which were realized as a result of the summer inservice program:

1. Relevant information was provided with respect to various teaching strategies, educational assessment strategies, local public services such as mental health, social welfare, etc.

2. Mini courses provided teachers with new ideas and materials for their own instructional programs.

3. Supervised time for teachers to develop materials and share their ideas, further added to the variety of activities available to pupils within each classroom.

4. Working with children that teachers would have in their classrooms in the fall helped teachers to assess pupil levels of achievement prior to the actual beginning of the school year. Such opportunities also provided insight for teachers as to each youngster's home environment. Besides assessing pupil achievement, teachers were able to try out new materials they had developed to determine their effectiveness.

5. Time was allowed for teachers to define their goals for the coming year as well as to plan ways of implementing these goals.

6. Although much time was spent with consultants and educational experts informing teachers in various areas requested by them, each teacher had an adequate amount of freedom and flexibility to achieve goals which he or she had defined as the objectives for accomplishment during the summer workshop.

7. The director of RSDP not only did an excellent job of structuring and organizing the summer workshops but also served as a facilitator in helping the teachers accomplish their objectives.

At least once a month teachers have had the opportunity to participate in a half day of inservice. Such inservice brought teachers from all over the district together to deal with common interests. In other instances teachers within each school have met in small common interest groups for the purpose of planning and discussing the needs of specific groups of youngsters. The following are comments made by teachers and aides regarding the values of the on-going inservice programs:

1. When meeting with the rest of the district, ideas were shared and an awareness as to what others were doing served to improve rapport and communication.

2. Information received at the district inservice programs was informative and very worthwhile.

3. The small group meetings allowed teachers to work directly with the Project Director and with other teachers and aides sharing the same interests and concerns.

4. Small group meetings allowed for not only the sharing of ideas but also preparation for the teaming of certain teachers relative to certain activities.

5. Communication and sharing reached the point where specific problems and pupil needs were discussed, in attempts to find the most worthwhile means of handling specific situations.

When teachers were released for the small group inservice sessions, parent volunteers assumed responsibility for the students of those teachers participating in the inservice. Based on pupil and parent response to such activities, teachers have concluded that the experiences provided by parents for the students were very valuable. Besides exposing

children to new knowledge and experiences which proved to be extremely interesting, it involved the community with the instructional aspects of the schools. Community awareness as to exactly what occurs at school was enhanced. Rapport improved between the schools and their respective communities. Children received motivation and direction relative to learning from a greater number of sources and were able to benefit from the effect that cooperation between the community and the school personnel had through such activities.

SELF-IMAGE - According to the parents surveyed, 29% responded affirmatively when asked if their youngsters' feelings about school had changed since RSDP began. The vast majority of this 29% expressed that presently their children's feelings about school were positive. 88% of all parents surveyed stated that their children had expressed liking for school while 5% had expressed neither positive nor negative feelings. As a whole, teachers felt that over the past three years they had noticed an improvement in the self-image of students. Some teachers felt that as a result of RSDP and its concern with the self-image of each youngsters, they had become more aware of pupils as individuals, with their own needs and aspirations. The following are some of the ways pupils have demonstrated to teachers more positive feelings about themselves and learning:

1. Students are more eager to participate in and try new activities.
2. Students display more curiosity about learning and less interest in competing with one another relative to learning.
3. Students have verbally expressed a liking for school to teachers.
4. Students have demonstrated more independence with respect to learning and seeking knowledge.
5. Students get along better out on the playground.

6. There are not as many student cliques but instead more acceptance of one another as a whole.

7. Students are more outgoing and more friendly both with adults and their peer groups.

8. Students seem to really enjoy learning and are positive in the comments made relative to learning experiences.

ACHIEVEMENT - It is the consensus of the teachers that because of RSDP and its influence youngsters on the whole are more capable readers than their counterparts of three years ago. As a result of RSDP the following circumstances have come about, thus facilitating greater reading achievement:

1. More materials are available to meet the instructional needs of youngsters.

2. As a result of inservice training and Learning Centers within each school, there is more variety in learning experiences.

3. Class sizes are smaller.

4. There seems to be more pupil self-responsibility with respect to learning.

5. More teachers are individualizing their instructional programs.

6. Aides are utilized to provide reinforcement of teacher instruction for pupils who might need such reinforcement.

TEACHER AIDE PROGRAM - "Has having teacher aides in the classrooms benefited your child?" Ninety-seven percent of the parent responses to this question were affirmative. Likewise, the entire school staff, administrators and teachers, have remarked regarding the vital part that teacher aides play in the district's instructional program. Many teachers have commented that they just cannot imagine how they ever got along without teacher aides before RSDP. The aides have proven to be very capable in filling a number of different roles. By being able to utilize the services of aides, teachers noticed within their schools the following:

1. There is more individual attention given to students, teacher attention and aide attention.

2. There is more variety in learning experiences, because under direction, aides can provide alternatives to the experiences that teachers are providing.

3. Aides can assume certain clerical and custodial duties, thus freeing teachers to spend more time providing for the instructional needs within the classroom.

4. Aides can help with the construction of more teacher-made materials.

5. Aides are very necessary in the maintenance of an efficient individualized reading program because they can help teachers with the conferencing load, thus decreasing the time lapse between each conference.

COMMUNITY INVOLVEMENT - According to the teaching staff, community involvement within the schools has been excellent. Of the parents surveyed, 97% felt welcome to participate in school activities and 40% had actually participated in learning activities carried on at school. Of course, some members of the community are frequent and regular participants while others are less frequent in their participation. Participation in learning activities has included a variety of experiences for the community. Experiences extend from working within a Learning Center on a one-to-one basis with a child to assuming responsibility for a group of youngsters in order to release the teacher for parent conferences or for inservice. Volunteers within the Learning Centers have been able to get an idea of what goes on instructionally as a youngster develops along academic lines. Such services have also provided youngsters with more individual help or attention with respect to skill development. Volunteers helping in order to release teachers from classroom responsibilities have gained insight into what it might be like for the teacher. Such experiences, due to the specific activities planned, have been extremely informative and exciting for the students

and volunteers; students and teachers have all spoken of the value of such activities. Because of the involvement of the community with the instructional aspects of the school curriculum, it is felt by teachers that the community is much more interested in the school and in their youngsters' learning. There seems to be a closer relationship and better communication between teachers and parents due to these learning activities organized and sponsored by RSDP.

CHAPTER V

SPIN OFF

To describe only the goals attained by RSDP for which it was specifically accountable would minimize the total impact that RSDP has had on the communities involved. Direct and indirect spin offs from RSDP have been numerous and have served to significantly enhance the educational programs within the communities involved. Generally speaking, it has been noted by school administrators, teachers, parents as well as other members of the community that spin offs from RSDP have had a profound effect on (1) local school organization, (2) the instructional programs within each school, (3) teachers and their professional growth and responsibilities, (4) children and their experiences with learning, (5) the relationship between each school and members of the community.

LOCAL SCHOOL ORGANIZATION - Space utilization within each school has become such that more efficient use of every square inch has been made. Not only do aides use closets and available corners to work with individuals and small groups of youngsters, but cafeterias, auditoriums, lobbies and hallways also have been used to house Learning Centers and other activities where children can come for specific skill development. RSDP, with its thrust on improved reading achievement, has also been one of the dominant forces leading to the implementation of a preschool program. RSDP has supplied personnel for coordinating a preschool screening program for the purpose of determining what kinds of readiness skill development each preschooler needs; plus RSDP has shown how an apparently overcrowded building can provide the necessary space for such a program.

INSTRUCTIONAL PROGRAMS WITHIN EACH SCHOOL - Prior to RSDP the school district had no inservice program for enhancing and updating teacher competency and improving instructional programs. The annual program of summer and regular school year inservice provided by RSDP coupled with follow-up guidance and supervision from the RSDP director and the director's organization and maintenance of Learning Centers in each school have helped schools to realize the following:

1. Communication and cooperation between the elementary schools and junior high school has been improved significantly.

2. More instructional, resource, and supplemental materials have been made available to schools and teachers.

3. Within learning situations, more emphasis has come to be placed on how and not what a child learns.

4. Teachers and administrators have become more aware of learning problems due to increased understanding in the area.

5. There has been an increase in alternative learning experiences available for children; i.e., special projects, Learning Center activities.

6. Teachers have become more aware of community organizations which are available for the purpose of helping children and/or families.

7. Learning has been taken beyond the walls of the schools thus further widening the educational environment and range of experiences provided.

8. Teaching staff have been helped to use new as well as existing materials more effectively and efficiently.

9. Greater use has been made of individualized instruction and one-to-one instructional situations.

10. Teaching staff have sought to improve the attitudes of students toward learning, thus causing children to enjoy school and learning at school.

11. More variety with regard to teaching strategies has been utilized by teachers.

12. More help has been made available for children having specific problems in a given skill area through teacher aide service and through participation in Learning Centers.

TEACHERS AND THEIR PROFESSIONAL GROWTH AND RESPONSIBILITIES - It is the general consensus of the teachers that they have reaped more from RSDP than they had expected. The following are specific benefits expressed by teachers:

1. Encouragement and help to try new things.
2. Greater willingness to try new ideas.
3. Increased sharing of ideas and materials among one another, and a better professional working relationship.
4. More self-confidence due to supervisional support given.
5. Increased awareness in the value of individualized instruction.
6. Individual help provided in order to assist interested teachers to develop and implement an individualized reading program.
7. Ability to go into more depth with specific subjects due to teaming, etc.
8. Greater enjoyment of children and more awareness of the individuality of each student.

CHILDREN AND THEIR EXPERIENCES WITH LEARNING - As already indicated, children affected by RSDP do express a liking for school, and a number have commented specifically about services which RSDP has provided. Some of the spin off effects which parents and teachers have noted regarding RSDP and its impact on children are:

1. Greater pupil independence in the pursuit of knowledge and skill.
2. Greater contact with adults and better rapport between the age groups.
3. Greater interest, enthusiasm, and enjoyment with respect to reading and learning in general.
4. Improved peer relations.
5. More individual direction, guidance, and attention as a result of aides in the classroom.
6. On the part of the educational staff, greater awareness of each child as a total being.

7. Increased progress and productivity as a result of the relief of pressures on students using the Learning Centers.

8. More opportunities in creative arts (music, art, dance, film-making) have opened self-esteem fulfillment opportunities for rural children.

It would appear that RSDP has helped to create a positive learning environment in which children find learning not only challenging and exciting but enjoyable and rewarding as well.

COMMUNITY INVOLVEMENT WITHIN THE SCHOOLS - The vast majority of parents in the area feel welcome to come and participate in not only extra-curricula school-sponsored activities but also in the actual instructional programs within each school. In other words, the following have been recognized as directly attributable to the efforts of RSDP:

1. Parents feel more free to come to school and are expressing their interest and concerns more readily.

2. Community members are more aware of what goes on within the schools and what actually happens.

3. There is actually increased community involvement within the schools because opportunities have been provided for parents to be involved in the Learning Centers, the inservice half days and the Community Council.

4. Effective use has been made of members of the community as resource people.

5. The community has shown ingenuity and cooperation in planning inservice half days by providing unusual experiences for children such as: a winter carnival; a shopping afternoon, where each child was given 15¢ to spend in a plant store, bakery, arts and crafts store, and a flea market; an afternoon when children sent up balloons filled with helium with cards fastened with the address to return. Students noted on maps the responses they received.

6. Parents are more aware of what is involved in the learning process.

7. Parents are more understanding and appreciative of the job of the teacher.

8. The number of parent-teacher conferences has greatly increased.

There have been so many positive effects that RSDP has had on the areas involved that an attempt to include all would be futile. It is truly refreshing to talk to teachers, school administrators, children and especially parents about RSDP, for such a subject evokes only positive praiseworthy comments in recognition of a federal project that has been invaluably worthwhile.

CHAPTER VI

IN CONCLUSION

The initial goals of RSDP were: to improve the self-image of children in grades 1 through 8, to decrease the percent of children reading below grade level and to involve more adults in the educational process. It is the general consensus of all personnel involved in the project that these three specific objectives have been realized and that many other positive educational outcomes have resulted within the district due to RSDP.

In the attempts made to accomplish the goals of RSDP, teacher re-training was one of the most important aspects. Such training was designed to help teachers to: (1) be aware of and able to meet individual needs of children, (2) be familiar with materials already in existence and have the ability to produce other materials needed to meet specific needs, (3) be aware of their own self-image and those of their students, (4) be able to plan for and implement plans for using teacher aides, student teachers and parent volunteers.

The training of teachers to be more effective caused changes in attitudes and practices. A teacher process questionnaire given at the beginning and end of the project reflected some of the significant changes in both attitudes and practices that occurred. Some of these changes reflected by the teachers were:

1. Better communication between staff and administration.
2. More appreciation of school efforts by parents and community.
3. Better adult participation in school activities.
4. More participation by teachers in decision making.
5. More teacher and student-made materials in the classroom.

6. More books and materials available.

7. More flexibility.

8. Improved accounting of pupil progress.

9. Increased knowledge and awareness of the environment from which students come.

10. Improved methods for assessing a student's ability to use adults in the classroom.

One of the most noteworthy means used to retrain teachers and also train the teacher aides was the implementation of a very thorough and carefully planned program of inservice. The following are some practical principles for planning inservice workshops for staff development which RSDP found helpful:

1. Before any planning is done, anneeds assessment must be made which enables teachers to express the things they wish to do in the workshop.

2. Regarding summer inservice, a split workshop with three weeks at the end of the school year and one week coming just before school opens in the fall, offers initial stimulation of ideas and projects, allows the teachers the summer to complete and follow up their ideas and insures a good beginning to the school year.

3. Consultants must be carefully screened and selected to be sure they meet the needs expressed by the teachers.

4. Opportunities to do things are as important as sitting and listening.

5. Encouraging teachers to use children during their summer training is advantageous to the teachers and for the children.

6. Access to a good supply of professional reading material is very important.

7. Encouraging teachers to seek out and use community resources is an essential part of training.

8. The inservice should be carefully worked out far in advance of implementation. A copy of the program for the total time should be given to the teachers on the first day. It should be flexible enough so if a need arises for something not scheduled, it can be worked in.

9. The inservice must become consistently more sophisticated as your teachers learn and grow professionally.

10. Compensation for summer workshops strengthens the impact but dedicated teachers will train without it. Inservice during the year should be conducted during released time for teachers and aides.

Thus, besides all the positive outcomes that RSDP has helped the Orleans Southwest School District to realize with respect to reading achievement, self-image, and community involvement, it has also developed an exemplary model inservice program designed to provide for staff development while addressing itself to the needs and concerns of the district's educational staff.

APPENDIX A

STUDENT ENROLLMENT

Hardwick Elementary School

Grades	1	2	3	4	5	6	Totals
1972-73	70	78	73	76	69	71	437
1973-74	60	64	73	71	75	64	407
1974-75	61	52	69	69	62	74	380

Greensboro Elementary School

Grades	1	2	3	4	5	6	Totals
1972-73	14	7	8	12	9	11	61
1973-74	10	12	6	6	12	7	53
1974-75	8	11	12	5	7	12	55

Woodbury Elementary School

Grades	1	2	3	4	5	6	Totals
1972-73	11	6	10	6	8	12	53
1973-74	10	9	8	12	8	11	58
1974-75	10	6	8	7	10	7	48

Hazen Union School

Grades	7	8	Totals
1972-73	80	71	151
1973-74	96	81	177
1974-75	79	96	175

APPENDIX B

TEACHER PARTICIPATION IN RSDP

Summer and Regular School Year Participation

Name	Grade	Degree	Yrs. Exp.	S72	72-73	S73	73-74	S74	74-75
Allbee, Esther	6	BA	34	*	*	*		*	
Allen, Rita	3	BA	11				*	*	*
Benjamin, Ellen	1,2,3	BS	32		*	*	*	*	*
Boisvert, Claire	2,6	BS	4	*	*	*	*	*	*
Bolieu, Joseph	7,8	BA	5		*	*	*	*	
Bourdon, Betsy	1,2	BA	10		*	*	*	*	
Brower, Margaret	1	BS,MEd	2						*
+Brown, Mary	4,5,6	3-yr.	39			*			
Chapin, George	7,8	BA	5				*	*	
Chapin, Lindley	7,8	BA	2		*	*	*	*	
Ciaraldi, Barbara	3	BS,MEd	1		*				
+Densmore, Sarah	K	BA				*			
Hall, Lorraine	1	BS	4	*	*	*	*	*	*
Hill, Marilyn	4,5,6	BA	28	*	*	*	*	*	*
Hill, Mary	1,2	BS	10	*	*	*	*	*	*
James, Eloise	1,2	BA,MA	17						*
Kinney, Linda	1	BA	5				*	*	*
Martin, John	6	BA	9	*	*				
McCanna, Evelyn	1	BA	29	*	*	*	*	*	
Merrill, Joyce	5,6	BS	9	*	*	*	*	*	*
Pape, Beverly	2	BS	17	*	*	*	*	*	*
Perron, Ida	3,4	BS	31	*	*	*	*	*	*
Perry, Ruby	3	BS	15	*	*	*	*	*	*
Reigel, William	6	BA,MST	11				*	*	
Roberts, Patricia	6	BS	2				*	*	*
Ryan, Michael	6	BA	2				*	*	*
Sevigny, Dale	7,8	BS	4				*	*	*
Smith, Yvonne	3	BS	12	*	*	*	*	*	*
Speir, Margaret	5	BS	35	*	*	*	*	*	*
Tatro, Ronald	4	BS	3		*	*	*	*	*
Thompson, Anita	5	BA	30	*	*	*	*	*	*
+Thompson, Arlene	4,5,6	3-yr.	25			*			
Traynor, Verna	4	BA	28	*	*	*	*	*	*
Tucker, Linda	4	BA	3		*	*	*	*	*
Turek, Ronald	6	BA	5						*
Vincent, Margaret	2	BA	34	*	*				

+Received no stipend for training taken.

APPENDIX C

TEACHER AIDES TRAINED THROUGH RSDP

NAMES	SUMMER AND REGULAR SCHOOL YEAR PARTICIPATION					
	S72	72-73	S73	73-74	S74	74-75
+Ainsworth, Mary	*	*	*	*	*	*
#Bolieu, Lynn					*	*
+Campbell, Rose	*	*	*	*	*	*
+Davison, Betty	*	*	*	*	*	*
+Day, Shirley		*	*	*	*	*
#Desmarais, Sheila			*	*	*	*
+Gallant, Florence	*	*	*	*	*	*
+Goodrich, Ezoa				*	*	*
+Hartin, Linda	*	*	*	*	*	*
+Lanphear, Patricia	*	*	*	*	*	*
##Molleur, Paulette						*
Montgomery, Janet	*					
*Renaud, Marie	*	*				
Richardson, Iola	*	*	*			
Sartell, Ruth	*	*				
#+Slayton, Janet			*	*	*	*

*Promoted to secretary of the program

#Parent Volunteer 72-73

+Earned Certification at Level 2 in the State of Vermont

##Parent Volunteer receiving training only in the Learning Center

APPENDIX D

CONSULTANTS PARTICIPATING IN RSDP TRAINING PROGRAMS

Bottomly, Jim	Consultant in Space Forms - Paper Construction, 73-74
Bright, William	University of Vermont, Goal Setting and Community Involvement, 74-75
*Burke, Pat	Vermont Social Services - Welfare, S73
Chadwick, Sandy, Ed.D.	State University College at Potsdam, N.Y., Reading Specialist, 72-74
*Chaffee, Rufus	Vermont Social Services - Drug Abuse, S73
Conlon, Muffie	University of Vermont, Consulting Teacher in Learning Disabilities, S73
*Cota, Jerry	Hardwick Police Chief - Law Enforcement, S73
*Craven, Mark	Vermont Social Services - Sex, S73
Elliott, June	Lyndon State, Director "C" Force Action Center, S73
*Faulkner, Walter	State Dept. of Education - Career Education, S74
*Fuller, Dough	Vermont Social Services - Employment, S73
*Hanzel, John	Vermont Social Services - Alcohol Rehabilitation, S73
*Hartin, Arthur	Home and School Coordinator - Mental Health, S73
*Hillman, Judith, Ph.D.	Johnson State College - Language Arts, S74
*Houston, Frances	Vermont Social Services - Planned Parenthood, S73
Igleheart, Margaret	Consultant in Audio Visual Aides, S74
*Lewy, Bob, M.D.	Hardwick Physician - Physical Health, S73
Lobdell, Evelyn	Consultant in the Development of Teacher Made Games, 74-75
*Lonegren, Sig	Coordinator of Vermont Community College, Hardwick, Vt. S73
Muzzy, John, Ph.D.	Lyndon State College, Consultant in Math, 73-74
*Orost, Jean, Ed.D.	Johnson State Consultant for Graduate Study, 74-75
*Reil, Viola	Vermont Social Services - Low Income, S73
*Scott, Art	Vermont State Dept of Education - Math Consultant, S74
Tilley, Herbert, Ed.D.	Vermont State Dept. of Education - Training of Aides, 72-73
Tittle, Carol	Consultant in Art, 73-74

APPENDIX E

MEMBERS OF THE FIRST SCHOOL AND COMMUNITY COUNCIL

Community Members

Greensboro

Mrs. Perley H. Allen, Jr.

Mr. Larry J. Karp

Mrs. Victor Perron

Mrs. George E. Young

Woodbury

Mr. Rufus Chaffee

Mrs. Milford S. Decell

Mrs. Vail Leach

Mrs. Kay Orlandi

Hardwick

Mrs. Wendell Ainsworth

Mr. Albert G. Brochu

Mrs. Carmeline Brochu

Mrs. Gerald Day

Mr. Patrick J. Ferland

Mrs. H. C. Preman

Mr. Frank Travers

Mr. Hollis Williams, Jr.

Teachers

Mrs. Hill (Woodbury School)

Mr. Sigfried R. Lonegren (Hazen Unior)

Mrs. McCanna (Hardwick Elementary)

Mrs. Merrill (Greensboro)

Students

Mike Davison - Senior High member

George Beyerle - Junior High member

APPENDIX F

COMMUNITY INVOLVEMENT IN RSDP SPONSORED SCHOOL ACTIVITIES

Number of Volunteers Working Regularly in the School Learning Centers

72-73	73-74	74-75
14	36	17

Number of Volunteers Working With Students During Parent-Teacher Conferences and/or During Inservice Half Days

72-73	73-74	74-75
100	118	123

Number of Volunteers Helping With Special Activities

72-73	73-74	74-75
52	139	116

COMMUNITY INVOLVEMENT IN PARENT-TEACHER CONFERENCES

72-73	73-74	74-75
108	526	940

APPENDIX G

ARTICLES DESCRIBING RSDP ACTIVITIES

Article Title	Source
"RSDP Summer Training Program"	Hardwick Gazette, July, '72
"Project Concludes Teacher Training"	Hardwick Gazette, Aug., '72
"RSDP Community Council Holds Meeting"	Hardwick Gazette, Aug. 24, '72
"Rural School Development Project"	Newport Daily Express, Sept., '72
"Field Trip Time at the Old Stone House"	Hardwick Gazette, Oct. 5, '72
"Volunteers Sought for Learning Centers"	Hardwick Gazette, Nov. 2, '72
"Rural School Learning Centers Open in Area"	Newport Dailey Express, Nov. 2, '72
"'Yester-Years' Play Produced by Woodbury School 5th & 6th Grades"	Hardwick Gazette, Nov. 30, '72
"Rural School Development Notes"	Newport Daily Express, Dec., '72
"Hardwick Children Learn of Switzerland"	Newport Daily Express, Dec., '72
"O'Brien Calls for Support of Teachers and Education"	Hardwick Gazette, Sept., '73
"Children Select Favorite Book"	Hardwick Gazette, Feb., '73
"Northeast District Teachers at Hardwick Soon"	Newport Daily Express, Apr., '73
"Sixty-Six Teachers, Aides, Attend Conference Here"	Hardwick Gazette, May, '73
"Rural School Project Open House Sept. 25"	Newport Daily Express, Sept., '73
"Woodbury Winter Carnival"	Green Mountain Gazette, Feb. 13, '74
"Craftsbury Common"	Green Mountain Gazette, Mar., '74
"Greensboro Students Attend RSDP Meeting"	Green Mountain Gazette, Mar., '74
"RSDP Sponsors Day for Dorothy Canfield Fisher"	Green Mountain Gazette, Mar., '74
"Woodbury Learning Center Closes"	Green Mountain Gazette, June, '74
"School Lobby is Learning Center"	Green Mountain Gazette, Oct., '74
"Students Participate in Book Award Program"	Green Mountain Gazette, Mar., '75

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APPENDIX H

TRAINING COMPONENT EXPENSES

Stipends for Aides		
72-73		$22,120.00
73-74		18,113.00
74-75		19,164.00
	Total	$59,397.00
Stipends for Teachers During Summer Training		
S-72		6,700.00
S-73		8,640.00
S-74		10,420.00
	Total	$25,760.00
Consultant Fees		
72-73		475.00
73-74		663.84
74-75		325.00
	Total	$ 1,463.84
Expenses for On-Site Trainee Visitations		
72-73		1,775.48
73-74		514.76
74-75		520.40
	Total	$ 2,810.64
Misc. Expenses Relative to Inservice Hafl Days		
	Total	$ 287.98
Total Funds Expended on Training		$89,719.46

APPENDIX I

RESULTS OF THREE-MONTH PILOT STUDY
COMPARATIVE LANGUAGE ARTS ACHIEVEMENT TEST RESULTS
GRADE EQUIVALENT SCORES ON STANFORD ACHIEVEMENT SUBTESTS

	Word Meaning	Parag. Meaning	Spelling	Word Skills	Lang.	Average	Ave. Pos. Gained
Mary	3.1 3.6	3.3 3.2	3.7 4.6	3.7 5.4	3.4 2.8	3.4 3.9	5
Kim	3.0 2.9	2.9 3.1	2.9 3.1	2.1 5.0	1.9 2.8	2.6 2.7	1
Jack	2.9 3.3	1.9 2.7	2.3 3.6	3.5 4.5	1.9 2.8	2.5 3.4	9
Tim	3.1 3.8	3.1 3.6	1.5 2.4	1.7 3.4	2.9 2.6	2.5 3.2	7
Rod	2.6 3.6	2.6 3.1	2.0 2.6	2.7 2.7	2.5 3.1	2.5 3.0	5
Ann	2.5 3.3	2.6 3.1	2.4 3.3	1.7 2.6	2.5 3.3	2.4 3.0	6
Ken	2.7 2.9	2.6 2.6	2.0 2.8	1.8 2.9	2.4 2.2	2.3 2.7	4
Anne*	2.5 2.3	2.3 1.9	2.4 2.2	1.6 2.9	2.1 2.1	2.2 2.7	5
Sue	2.1 3.1	2.0 2.7	2.0 2.6	1.8 3.0	2.2 2.6	2.0 2.8	8
Pete*	2.0 2.6	2.3 2.8	1.7 1.9	1.4 2.7	2.2 1.4	1.9 2.4	5
Pam*	1.5 1.9	1.3 2.6	1.4 1.7	1.5 2.4	1.4 2.0	1.9 2.1	2
	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	

Pre-testing was done on March 19, 1973 - Form W used.
Post-testing was done on June 13, 1973 - Form Y used.

*Students who joined the study on April 30, 1973

Note: A student would be expected to make a three month gain; however, these were below level students who had not been making anticipated normal gains.

APPENDIX J

MEASURES OF SELF IMAGE

A. Pupil Questionnaire & Response Sheet for Primary Levels

B. Pupil Questionnaire for Levels 4, 5, & 6

C. Pupil Questionnaire for Levels 7 & 8

D. Teacher Evaluation Questionnaire of the Pupil's Self Image - Elementary

E. Teacher Evaluation Questionnaire of the Pupil's Self Image - Junior High

PUPIL QUESTIONNAIRE - PRIMARY

The following statements are to be read to each student and his/her responses noted on a pupil response sheet.

I. PEER RELATIONS

a. When I work in a group with other children I am

b. When I am playing on the playground I am

c. When I have to let someone have their own way I am

d. When I help my friends with their work I am

II. ATTITUDE TOWARD SELF

a. When I have to share things with other people I am

b. When I have to work alone I am

c. When the teacher makes suggestions which will help me I am

d. When I look in the mirror I am

e. When I am chosen to be the leader I am

III. ATTITUDE TOWARD SCHOOL

a. When it is time to begin my school work I am

b. When I am asked to complete my unfinished work I am

c. When the teacher says it's time for reading I am

d. When I go to other classes outside my own room, or have different teachers come in, I am

IV. ATTITUDE TOWARD ADULTS

a. When I'm at home with my parents I am

b. When my neighbor asks me to help I am

c. When my mother or father comes to school for a conference, I feel

d. When the teacher takes time to talk to a visitor who comes to our room I am

PUPIL QUESTIONNAIRE - PRIMARY
RESPONSE SHEET

I. PEER RELATIONS

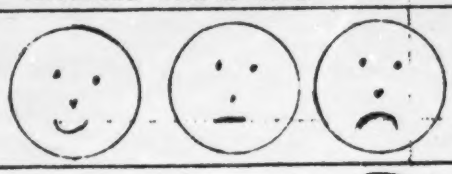
a.

b.

c.

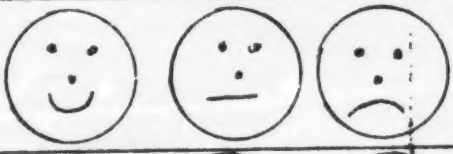
d.

II. ATTITUDE TOWARD SELF

a. 

b.

c.

d. 

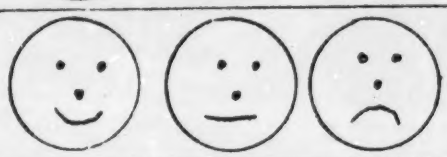
e.

III. ATTITUDE TOWARD SCHOOL

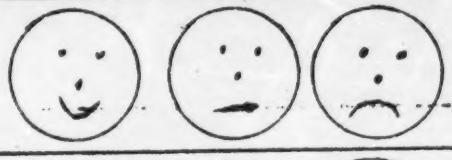
a.

b.

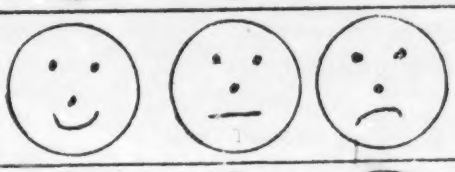
c.

d. 

IV. ATTITUDE TOWARD ADULTS

a. 

b.

c. 

d.

PUPIL QUESTIONNAIRE - GRADES 4, 5, & 6

Name_____ Teacher_____ Grade____ Date_____

	OFTEN HAPPY	SOMETIMES HAPPY	RARELY HAPPY
I. PEER RELATIONS			
a. When I work in a group with other children I am			
b. When I am playing on the playground I am			
c. When I have to let someone have their own way I am			
d. When I help my friends with their work I am			
II. ATTITUDE TOWARD SELF			
a. When I have to share things with other people I am			
b. When I have to work alone I am			
c. When the teacher makes suggestions which will help me I am			
d. When I look in the mirror I am			
e. When I am chosen to be the leader I am			
III. ATTITUDE TOWARD SCHOOL			
a. When it is time to begin my school work I am			
b. When I am asked to complete my unfinished work I am			
c. When the teacher says it's time for reading I am			
d. When I go to other classes outside my own room or have different teachers come in, I am			
IV. ATTITUDE TOWARD ADULTS			
a. When I'm at home with my parents I am			
b. When my neighbor asks me to help I am			
c. When my mother or father comes to school for a conference I feel			
d. When the teacher takes time to talk to a visitor who comes to our room I am			

PUPIL QUESTIONNAIRE - GRADES 7 & 8

NAME_____TEACHER_____GRADE___DATE_____

I. PEER RELATIONS

a. I have (many, few, no) real good friends.

b. I am (usually, sometimes, never) chosen to be a leader or chairman of a group.

c. I get along with (most of, some of, none of) the kids in my class.

d. I (enjoy, sometimes like, dislike) working in a group with other kids.

II. ATTITUDE TOWARD SELF

a. When my teacher makes suggestions to help me improve, I am (happy, indifferent, sad).

b. When I work all by myself I am (happy, indifferent, sad).

c. I (always, seldom, never) get angry when I don't get my own way.

d. When I look in the mirror I feel (happy, indifferent, sad).

III. ATTITUDE TOWARD SCHOOL

a. I would feel (happy, indifferent, sad) if I was asked to do some extra work, for my own improvement.

b. I (always, usually, never) complete my homework assignments.

c. I feel (glad, indifferent, sad) when I have to go to school.

d. I feel (glad, indifferent, sad) when I go to the Learning Center.

IV. ATTITUDE TOWARD ADULTS

a. I (usually, seldom, never) discuss my problems with my parents.

b. I (like, sometimes like, do not like) to have my parents come for a parent-teacher conference.

c. I (usually, sometimes, seldom) enjoy doing things with or talking to adults.

d. If a neighbor asked me to help them I would (like, sometimes like, never like) to.

TEACHER EVALUATION OF PUPIL'S SELF-IMAGE - GRADES 4, 5 & 6

Name_____ Teacher_____ Date_____

	S	SI	NI	COMMENTS
I. PEER RELATIONS				
a. Will help another child when asked to by the teacher				
b. Accepts other children when they wish to join his play group				
c. Will give in and let others pupils have their way sometimes				
d. Works well in a group with other children				
II. ATTITUDE TOWARD SELF				
a. Works happily all by himself				
b. Accepts teacher decisions willingly				
c. Likes to be a leader				
d. Can take suggestions				
e. Willing to share				
III. ATTITUDE TOWARD SCHOOL				
a. Arrives promptly and settles down to work				
b. Goes willingly to the Learning Center				
c. Finishes his work				
d. Likes to read				
IV. ATTITUDE TOWARD ADULTS				
a. Willingly takes paper home to parents				
b. Offers to help				
c. Shows desire for parent to come to parent conference				
d. Proper reception for visitors. Doesn't interrupt or act rude when someone comes to talk to you				

S - SATISFACTORY

SI - SHOWS IMPROVEMENT

NI - NEEDS IMPROVEMENT

TEACHER EVALUATION OF PUPIL'S SELF-IMAGE - GRADES 7 & 8

Name_____ School_____ Teacher_____

		S	SI	NI	COMMENTS
I.	PEER RELATIONS				
	a. The student is chosen by his peers to be chairman or leader of a group.				
	b. The student seems to have friends his own age.				
	c. The student gets along well with other members of the class.				
	d. The student enjoys working in a group with others.				
II.	ATTITUDE TOWARD SELF				
	a. The student works well independently.				
	b. The student can take constructive criticism.				
	c. The student shows proper behavior when he can't have his own way.				
	d. The studen shows initiative initiative.				
III.	ATTITUDE TOWARD SCHOOL				
	a. The student does extra work willingly to improve himself.				
	b. The student completes his assignments.				
	c. The student enjoys going to the Learning Center.				
	d. The student enjoys going to school.				
IV.	ATTITUDE TOWARD ADULTS				
	a. The student seems happy about parents coming for a conference.				
	b. The student offers to help other adults.				
	c. The student shows respect to adults with whom he comes in contact.				
	d. The student feels free to discuss his problems with you.				

S - SATISFACTORY
SI - SHOWS IMPROVEMENT
NI - NEEDS IMPROVEMENT

APPENDIX K

RURAL SCHOOL DEVELOPMENT PROGRAM

PROJECT DIRECTOR
JOB DESCRIPTION

1. Training at elementary level
2. Training at junior high level
3. Executive head of Council staff
4. Administrator for Rural School Development Project
5. Bring in consultants (visitation)
6. Liaison with:
   (a) community
   (b) superintendent
   (c) school administrators
   (d) State Department of Education
   (e) Washington, D.C.
7. School and Community visitation
8. Liaison with Elementary Supervisor
9. Evaluation (internal and external)

CRITERIA

1. Activity centered teacher educator with primary experience at elementary level
2. Some experience training teachers
3. Similar philosophy to school district and project staff (Vt. Design)
4. Masters Degree
5. Willing to be involved in state and federal contacts
6. Express (himself, herself) clearly in speech and writing

APPENDIX L

STANFORD ACHIEVEMENT TEST RESULTS

1971-72			
Number pupils tested	458		
Number pupils below level	294		
Percent below level		64.2%	
1972-73			
Number pupils tested	570		
Number pupils below level	358		
Percent below level		62.8%	
Decrease for the year in percent below level			1.4%
1973-74			
Number pupils tested	649		
Number pupils below level	345		
Percent below level		53.2%	
Decrease for the year in percent below level			9.6%
1974-75			
Number pupils tested	539		
Number pupils below level	267		
Percent below level		49.5%	
Decrease for the year in percent below level			3.7%
TOTAL DECREASE IN PERCENT BELOW LEVEL			14.7%

APPENDIX M

POSITIVE

STUDENT SELF-IMAGE EVALUATION 1974-75

HARDWICK, WOODBURY, GREENSBORO

GRADE	NO. TESTED PRE	NO. TESTED POST	PEER PRE	PEER POST	SELF PRE	SELF POST	SCHOOL PRE	SCHOOL POST	ADULT PRE	ADULT POST
I	63	74	61.6%	78.8%	48.8%	84.6%	46.0%	82.2%	63.6%	89.8%
II	59	64	72.3%	86.0%	57.0%	83.0%	44.5%	83.8%	69.5%	91.8%
III	85	83	77.4%	89.4%	56.0%	79.8%	51.4%	76.0%	67.4%	89.4%
IV	70	67	56.0%	77.6%	46.6%	74.4%	27.8%	66.2%	47.6%	82.8%
V	79	84	53.6%	77.4%	49.2%	75.8%	39.8%	66.2%	52.8%	80.8%
VI	77	85	50.4%	79.6%	47.0%	73.6%	32.6%	61.6%	43.0%	51.2%

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PIERS-HARRIS CHILDREN'S SELF CONCEPT SCALE

GRADE	NO. TESTED	AVERAGE RAW SCORE
III	73	51
IV	75	51
V	81	54
IV	78	50

APPENDIX N

PARENT QUESTIONNAIRE AND NUMBER OF RESPONSES RECEIVED

	QUESTIONS		HARD-WICK	GREENS-BORO	WOOD-BURY	TOTAL	% TOTAL RESPONSE
1.	Do you think an attempt has been made to help your child/children develop good reading skills?	YES	118	18	19	155	99%
		NO	1	0	0	1	1%
2.	Do you feel welcome to come and participate in learning activities at school?	YES	113	19	18	150	97%
		NO	4	0	1	5	3%
3.	Have you participated in any of the learning activities provided at school over the past three years?	YES	39	6	11	56	40%
		NO	77	13	7	97	60%
4.	How does your child feel about going to school?	LIKES TO	105	16	18	139	88%
		DOESN'T LIKE TO	7	3	1	11	7%
		DOESN'T SAY	8			8	5%
5.	Has this feeling changed in the last three years?	YES	29	6	6	41	29%
		NO	77	12	12	101	71%
6.	Has having Teachers Aides in the classrooms benefited your child?	YES	103	16	17	136	97%
		NO.	4	0	1	5	3%
*7.	Does your child ever mention the Learning Center?	YES	82	13	18	113	72%
		NO	36	6	1	43	28%

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*Percentage of children who have attended the Learning Center 72% 100% 100%